

## Elementary School APS Rating Description

Each component will be rated on a scale of 0 to 3, as follows:

- 0--Minimal level of implementation
- 1--Partial level of implementation
- 2--Substantial level of implementation
- 3--Full level of implementation

All objectives in the academic survey must receive **at least a rating of 2** for the school to be considered as performing that objective at an acceptable level. The 2 rating indicates a substantial level of implementation. The chart below describes the criteria per objective per rating level.

Essential Component	Objective
<b>1. Instructional Program</b>	<b>1.1</b> The school/district provides the most recent State Board of Education (SBE)-adopted core instructional programs in reading/language arts (2002 and 2005 [follow-up] adoptions), documented to be in daily use in every classroom, with materials for every student.
	<b>Minimally</b> <i>None of the students have the most recent SBE-adopted instructional program materials in reading/language arts.</i>
	<b>Partially</b> <i>Some of the students have and use the most recent SBE-adopted instructional program materials in reading/language arts.</i>
	<b>Substantially</b> <b><i>All students at all grade levels or program levels have and use the most recent SBE-adopted instructional program materials in reading/language arts.</i></b>
	<b>Fully</b> <i>All students on a daily basis at all grade levels or program levels have and appropriately use the most recent SBE-adopted instructional program materials in reading/language arts.</i>

Essential Component	Objective
1. Instructional Program	<b>1.2</b> The school/district provides the most recent State Board of Education (SBE)-adopted reading/language arts intervention programs, documented to be in daily use in every reading intervention classroom, with materials for every participating student.
	<p><b>Minimally</b> <i>None of the students have the most recent SBE-adopted intervention reading/language arts instructional program materials.</i></p> <p><b>Partially</b> <i>Some of the students have and use the most recent SBE-adopted intervention reading/language arts instructional program materials.</i></p> <p><b>Substantially</b> <b><i>All students at all grade levels or program levels have and use the most recent SBE-approved intervention reading/language arts instructional program materials.</i></b></p> <p><b>Fully</b> <i>All students on a daily basis at all program levels have been distributed and are appropriately using the most recent SBE-adopted intervention reading/language arts instructional program materials.</i></p>
	<b>1.3</b> The school/district provides the most recent State Board of Education (SBE)-adopted core instructional program materials in mathematics (2001 and 2005 [follow-up] adoptions), documented to be in daily use in every classroom, with materials for every student, including students who require intervention.
	<p><b>Minimally</b> <i>None of the students have the most recent SBE-adopted instructional program materials in mathematics.</i></p> <p><b>Partially</b> <i>Some of the students have and use the most recent SBE-adopted instructional program materials in mathematics.</i></p> <p><b>Substantially</b> <b><i>All students at all grade levels or program levels have and use the most recent SBE-adopted instructional program materials in mathematics.</i></b></p> <p><b>Fully</b> <i>On a daily basis, all students at all grade levels or program levels have been distributed and are appropriately using the most recent SBE-adopted instructional program materials in mathematics.</i></p>

Essential Component	Objective
2. Instructional Time	<p><b>2.1</b> The school/district complies with and monitors implementation of instructional time for the adopted programs for reading/language arts. This time should be given priority and be protected from interruptions.</p> <p>Grade K 60 minutes daily</p> <p>Grade 1-3 2.5 hours daily</p> <p>Grade 4-6 2.0 hours daily</p>
	<p><b>Minimally</b> Few classrooms have the appropriate time allocations for students in the adopted reading/language arts “core” program.</p> <p><b>Partially</b> About half of the classrooms have the appropriate allocations for students in the adopted reading/language arts “core” program.</p> <p><b>Substantially</b> <b>Seventy-five percent of the classrooms have the appropriate time allocations for students in the adopted reading/language arts “core” program.</b></p> <p><b>Fully</b> One hundred percent of the classrooms have the appropriate time allocations for all students in the adopted reading/language arts “core” program.</p>
	<p><b>2.2</b> School provides the following additional time for reading/language arts students taking the reading intervention program:</p> <p>Grade K 30 minutes daily</p> <p>Grade 1-3 30-45 minutes daily</p> <p>Grade 4-6 30-45 minutes daily</p>
	<p><b>Minimally</b> Few classrooms have the appropriate time allocations for students taking the intervention reading program.</p> <p><b>Partially</b> About half of the classrooms have the appropriate allocations for students taking the intervention reading program.</p> <p><b>Substantially</b> <b>Seventy-five percent of the classrooms have the appropriate time allocations for students taking the intervention reading program.</b></p> <p><b>Fully</b> One hundred percent of the classrooms have the appropriate time allocations for all students taking the intervention reading program.</p>

Essential Component	Objective
2. Instructional Time	<p><b>2.3</b> School provides the following time allocations for mathematics. This time should be given priority and be protected from interruptions:</p> <p>Grade K      30 minutes daily</p> <p>Grade 1-6    60 minutes daily</p>
	<p><b>Minimally</b>      <i>Few classrooms have the appropriate time allocations for students in mathematics.</i></p> <p><b>Partially</b>        <i>About half of the classrooms have the appropriate time allocations for students in mathematics.</i></p> <p><b>Substantially</b>   <b>Seventy-five percent of the classrooms have the appropriate time allocations for students in mathematics.</b></p> <p><b>Fully</b>             <i>One hundred percent of the classrooms have the appropriate time allocations for all students in mathematics.</i></p>
	<p><b>2.4</b> School provides the following additional time for mathematics students needing intervention:</p> <p>Grade K      15 minutes daily</p> <p>Grade 1-6    15 minutes daily</p>
	<p><b>Minimally</b>      <i>Few classrooms have the appropriate additional time allocations for students who need additional instruction and practice in mathematics.</i></p> <p><b>Partially</b>        <i>About half of the classrooms have the appropriate additional time allocations for students who need additional instruction and practice in mathematics.</i></p> <p><b>Substantially</b>   <b>Seventy-five percent of the classrooms have the appropriate additional time allocations for students who need additional instruction and practice in mathematics.</b></p> <p><b>Fully</b>             <i>One hundred percent of the classrooms have the appropriate additional time allocations for all students who need additional instruction and practice in mathematics.</i></p>

Essential Component	Objective
3. School Administrator Training Program	<b>3.1</b> The district provides the school's principal and vice principal the AB 430 Administrator Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State Board of Education (SBE)-authorized provider. Modules 2 and Module 3 are optional but recommended. This requirement is fulfilled when the principal(s) completes 40 hours of institute training and 40 hours of practicum in the school/district-adopted reading/language arts program (elementary school core program K-6).
	<p><b>Minimally</b> <i>Neither the principal nor vice principal has made arrangements to take the AB 430 reading/language arts training.</i></p> <p><b>Partially</b> <i>Either the principal or the vice principal has made arrangements to take the AB 430 reading/language arts training.</i></p> <p><b>Substantially</b> <b><i>Either the principal or the vice principal has had the AB 430 reading/language arts training, and plans exist for the other administrator to be trained within one year.</i></b></p> <p><b>Fully</b> <i>The principal and at least one vice principal have had the AB 430 reading/language arts training, which include 40 hours of institute training and 40 hours of practicum.</i></p>
	<b>3.2</b> The district provides the school's principal and vice principal the AB 430 Administrator Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State Board of Education (SBE)-authorized provider. This requirement is fulfilled when the principal(s) completes 40 hours of institute training and 40 hours of practicum in the school/district-adopted mathematics program (elementary school core program K-6).
	<p><b>Minimally</b> <i>Neither the principal nor vice principal has made arrangements to take the AB 430 mathematics training.</i></p> <p><b>Partially</b> <i>Either the principal or the vice principal has made arrangements to take the AB 430 mathematics training.</i></p> <p><b>Substantially</b> <b><i>Either the principal or the vice principal has had the AB 430 mathematics training, and plans exist for the other administrator to be trained within one year.</i></b></p> <p><b>Fully</b> <i>The principal and at least one vice principal have had the AB 430 mathematics training, which includes 40 hours of institute training and 40 hours of practicum.</i></p>

Essential Component	Objective
4. Credentialed Teachers and Professional Development Opportunity	<p><b>4.1</b> The district:</p> <ul style="list-style-type: none"> <li>a. staffs most classrooms with fully credentialed, highly qualified teachers and</li> <li>b. has a plan to have fully credentialed, highly qualified teachers in all classrooms by June 2007.</li> </ul>
	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>a. <b>Minimally</b> <i>Few classrooms have fully credentialed, highly qualified teachers.</i></li> <li><b>Partially</b> <i>About half of the classrooms have fully credentialed, highly qualified teachers.</i></li> <li><b>Substantially</b> <b>Seventy-five percent of the classrooms have fully credentialed, highly qualified teachers.</b></li> <li><b>Fully</b> <i>One hundred percent of the classrooms have fully credentialed, highly qualified teachers.</i></li> </ul> </li> <li> <ul style="list-style-type: none"> <li>b. <b>Minimally</b> <i>There is no plan in place to staff all classrooms with fully credentialed, highly qualified teachers.</i></li> <li><b>Partially</b> <i>There is a limited plan in place to staff some classrooms with fully credentialed, highly qualified teachers by June 2007.</i></li> <li><b>Substantially</b> <b>There is an adequate plan in place addressing recruitment to staff all classrooms with fully credentialed, highly qualified teachers by June 2007.</b></li> <li><b>Fully</b> <i>There is a fully elaborated plan in place addressing recruitment and retention to staff all classrooms with fully credentialed, highly qualified teachers by June 2007.</i></li> </ul> </li> </ul>
	<p><b>4.2</b> The district provides the school's teachers (in all grade levels/programs) the AB 466 (SB 472, Pending) Professional Development Program through a State Board-authorized provider. The training features the district's adopted core program and/or intervention programs for reading/language arts for each teacher's grade level or program level.</p>
	<ul style="list-style-type: none"> <li><b>Minimally</b> <i>Few of the school's teachers have completed the AB 466 (SB 472, Pending) training in reading/language arts.</i></li> <li><b>Partially</b> <i>About half of the school's teachers have completed the AB 466 (SB 472, Pending) training in reading/language arts.</i></li> <li><b>Substantially</b> <b>Seventy-five percent of the school's teachers have completed the AB 466 (SB 472, Pending) training in reading/language arts, and there is a plan to train the remaining teachers within one year.</b></li> <li><b>Fully</b> <i>One hundred percent of all the school's teachers have completed the AB 466 (SB 472, Pending) training in reading/language arts, which includes 40 hours of institute training and 80 hours of practicum.</i></li> </ul>

Essential Component	Objective
4. <b>Credentialed Teachers and Professional Development Opportunity</b>	4.3 The district provides the school's teachers (in all grade levels) the AB 466 (SB 472, Pending) Professional Development Program through a State Board-authorized provider. The training features the district's adopted core program for mathematics for each teacher's grade level or program level.
	<b>Minimally</b> <i>Few of the school's teachers have completed the AB 466 (SB 472, Pending) training in mathematics.</i>
	<b>Partially</b> <i>About half of the school's teachers have completed the AB 466 (SB 472, Pending) training in mathematics.</i>
	<b>Substantially</b> <b><i>Seventy-five per cent of the school's teachers have completed the AB 466 (SB 472, Pending) training in mathematics, and there is a plan to train the remaining teachers within one year.</i></b>
	<b>Fully</b> <i>One hundred percent of all the school's teachers have completed the AB 466 (SB 472, Pending) training in mathematics, which includes 40 hours of institute training and 80 hours of practicum.</i>

Essential Component	Objective
5. Student Achievement Monitoring System	<p><b>5.1</b> The school/district has an assessment and monitoring system (e.g., every 6-8 weeks curriculum-embedded assessment) which may include assessments available as part of the adopted program. These assessments inform teachers and principals on student progress and effectiveness of instruction. These curriculum-embedded assessments are based on the adopted reading/language arts program. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement. In addition, they will provide a basis for the monitoring system.</p>
	<p><b>Minimally</b> Reading/language arts curriculum-embedded assessments are rarely used at the school.</p> <p><b>Partially</b> Reading/language arts curriculum-embedded assessments are sometimes used at the school.</p> <p><b>Substantially</b> <b>Reading/language arts curriculum-embedded assessments are in regular use at the school.</b></p> <p><b>Fully</b> Reading/language arts curriculum-embedded assessments are in regular use (e.g. every 6-8 weeks) at the school, and data from the assessments are being used to determine student progress and to make decisions to inform instruction.</p>
	<p><b>5.2</b> The school/district has a similar assessment and monitoring system for the mathematics program.</p>
	<p><b>Minimally</b> Mathematics curriculum-embedded assessments are rarely used at the school.</p> <p><b>Partially</b> Mathematics curriculum-embedded assessments are sometimes used at the school.</p> <p><b>Substantially</b> <b>Mathematics curriculum-embedded assessments are in regular use at the school.</b></p> <p><b>Fully</b> Mathematics curriculum-embedded assessments are in regular use (e.g. every 6-8 weeks) at the school, and data from the assessments are being used to determine student progress and to make decisions to inform instruction.</p>



Essential Component	Objective
6. Ongoing instructional Assistance and Support for Teachers	6.1 The school/district provides instructional assistance and support to teachers of reading/language arts. Some possible options include: coaches/content experts who are knowledgeable about the adopted program, and who work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction, and specialists who have experience coaching teachers and who are knowledgeable about the adopted program.
	<p><b>Minimally</b> <i>The school/district provides little or no instructional assistance to support teachers in delivering reading/language arts instruction using the adopted materials.</i></p> <p><b>Partially</b> <i>The school/district provides limited instructional assistance to support teachers in delivering reading/language arts instruction using the adopted materials.</i></p> <p><b>Substantially</b> <b><i>The school/district provides adequate instructional assistance (e.g., content experts/coaches, specialists, and other teacher support personnel) to support teachers in delivering reading/language arts instruction using the adopted materials.</i></b></p> <p><b>Fully</b> <i>The school/district provides appropriate instructional assistance (e.g., content experts/coaches, specialists, and other teacher support personnel) to support all teachers in delivering reading/language arts instruction using the adopted materials.</i></p>
	6.2 The school/district provides instructional assistance and support to teachers of mathematics. The possible options are the same as above with specialists in mathematics.
	<p><b>Minimally</b> <i>The school/district provides little or no instructional assistance to support teachers in delivering mathematics instruction using the adopted materials.</i></p> <p><b>Partially</b> <i>The school/district provides limited instructional assistance to support teachers in delivering mathematics instruction using the adopted materials.</i></p> <p><b>Substantially</b> <b><i>The school/district provides adequate instructional assistance (e.g., content experts/coaches, specialists, and other teacher support personnel) to support teachers in delivering mathematics instruction using the adopted materials.</i></b></p> <p><b>Fully</b> <i>The school/district provides appropriate instructional assistance (e.g., content experts/coaches, specialists, and other teacher support personnel) to support all teachers in delivering mathematics instruction using the adopted materials.</i></p>

Essential Component	Objective
7. Monthly Collaboration by Grade Level for Teachers Facilitated by the Principal	7.1 The school/district facilitates and supports teacher grade level (K-6) collaboration in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data) for the adopted program in reading/language arts (e.g., use of regularly scheduled monthly meetings focused on lesson delivery [preferably two, one-hour meetings per month]).
	<b>Minimally</b> <i>The school/district, through the principal or designee, does not provide time for teachers to collaborate by grade level or program level around curriculum-embedded assessment data, issues of data review, instructional planning, and lesson delivery in reading/language arts.</i>
	<b>Partially</b> <i>The school/district, through the principal or designee, provides limited time for teachers to collaborate by grade level or program level around curriculum-embedded assessment data, issues of data review, instructional planning, and lesson delivery in reading/language arts.</i>
	<b>Substantially</b> <b><i>The school/district, through the principal or designee, provides regular opportunities for teachers to collaborate by grade level or program level around curriculum-embedded assessment data, issues of data review, instructional planning, and lesson delivery in reading/language arts.</i></b>
	<b>Fully</b> <i>The school/district, through the principal or designee, provides opportunities on a regular and frequent basis (e.g., twice monthly) for teachers to collaborate by grade level or program level around curriculum-embedded assessment data, issues of data review, instructional planning, and lesson delivery in reading/language arts.</i>

Essential Component	Objective
7. <b>Monthly Collaboration by Grade Level for Teachers Facilitated by the Principal</b>	7.2 The school/district facilitates and supports teacher grade level (K-6) collaboration in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data) for the adopted program in mathematics (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour meetings per month]).
	<b>Minimally</b> <i>The school/district, through the principal or designee, does not provide time for teachers to collaborate by grade level or program level around curriculum-embedded assessment data, issues of data review, instructional planning, and lesson delivery in mathematics.</i>
	<b>Partially</b> <i>The school/district, through the principal or designee, provides limited time for teachers to collaborate by grade level or program level around curriculum-embedded assessment data, issues of data review, instructional planning, and lesson delivery in mathematics.</i>
	<b>Substantially</b> <b><i>The school/district, through the principal or designee, provides regular opportunities for teachers to collaborate by grade level or program level around curriculum-embedded assessment data, issues of data review, instructional planning, and lesson delivery in mathematics.</i></b>
	<b>Fully</b> <i>The school/district, through the principal or designee, provides opportunities on a regular and frequent basis (e.g., twice monthly) for teachers to collaborate by grade level or program level around curriculum-embedded assessment data, issues of data review, instructional planning, and lesson delivery in mathematics.</i>

Essential Component	Objective
8. Lesson Pacing Schedule	8.1 The school/district prepares and distributes an annual district/school wide pacing schedule for each grade level (K-6) for the reading/language arts program in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage.
	<p><b>Minimally</b> <i>A district/school wide pacing schedule for the reading/language arts program has been distributed to few of the grade levels or instructional levels offered at the school.</i></p> <p><b>Partially</b> <i>A district/school wide pacing schedule for the reading/language arts program has been distributed to about half of the grade levels or instructional levels offered at the school.</i></p> <p><b>Substantially</b> <i><b>A district/school wide pacing schedule for the reading/language arts program has been distributed and is in use in seventy-five percent of the grade levels or instructional levels offered at the school.</b></i></p> <p><b>Fully</b> <i>There is an annual district/school wide pacing schedule for the reading/language arts program that is in use in all of the grade levels or instructional levels offered at the school (and by tracks if on a year-round schedule).</i></p>
	8.2 The school/district prepares and distributes an annual district/school wide pacing schedule for each grade level (K-6) for the mathematics program in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage.
	<p><b>Minimally</b> <i>Minimally—A district/school wide pacing schedule for the mathematics program has been distributed to few of the grade levels or instructional levels offered at the school.</i></p> <p><b>Partially</b> <i>A district/school wide pacing schedule for the mathematics program has been distributed to about half of the grade levels or instructional levels offered at the school.</i></p> <p><b>Substantially</b> <i><b>A district/school wide pacing schedule for the mathematics program has been distributed and is in use in seventy-five percent of the grade levels or instructional levels offered at the school.</b></i></p> <p><b>Fully</b> <i>There is an annual district/school wide pacing schedule for the mathematics program that is in use in all of the grade levels or instructional levels offered at the school (and by tracks if on a year-round schedule).</i></p>

Essential Component	Objective
9. Fiscal Support	9.1 The school/district general and categorical funds are used appropriately to support the reading/language arts program goals in the school plan.
	<b>Minimally</b> <i>The school/district uses its general and categorical funds to support few of the reading/language arts program goals in the school plan.</i>
	<b>Partially</b> <i>The school/district uses its general and categorical funds to support about half of the school's reading/language arts program goals in the school plan.</i>
	<b>Substantially</b> <i>The school/district uses its general and categorical funds to support seventy-five percent of the school's reading/language arts program goals in the school plan</i>
	<b>Fully</b> <i>The school/district uses its general and categorical funds to support all of the school's reading/language arts program goals in the school plan.</i>
	9.2 The school/district general and categorical funds are used appropriately to support the mathematics program goals in the school plan.
	<b>Minimally</b> <i>The school/district uses its general and categorical funds to support few of the mathematics program goals in the school plan.</i>
	<b>Partially</b> <i>The school/district uses its general and categorical funds to support about half of the school's mathematics program goals in the school plan.</i>
	<b>Substantially</b> <b><i>The school/district uses its general and categorical funds to support seventy-five percent of the school's mathematics program goals in the school plan.</i></b>
	<b>Fully</b> <i>The school/district uses its general and categorical funds to support all of the school's mathematics program goals in the school plan.</i>